

12-1-2005

CO 611 Dynamics of Human Sexuality

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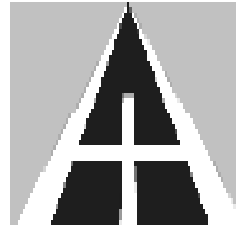
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Sytsma, Michael R., "CO 611 Dynamics of Human Sexuality" (2005). *Syllabi*. Book 2757.
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CO611
Dynamics of Human Sexuality

January 2005



ASBURY THEOLOGICAL SEMINARY

Course Description:

Dynamics of Human Sexuality (CO611) is a masters level course designed for professional and pastoral counselors. This course sets out to help students define a practical and Biblical theology of sex in an open and honest manner. Within the overall context of ministering to others, students explore basic concepts of human sexuality (physiology, development, fertility, sexual response), sexual behavior (typical and atypical), sexual problems (addiction, dysfunction) and methods of intervention for pastors and clinicians. Students are also challenged in their own growth and development in this area.

In addition to receiving ATS credit, this course (3 credit format) is the foundational course for the Institute for Sexual Wholeness program (<http://sexualwholeness.com/isw>). This course meets half of the educational requirements for certification as a Clinical Sexual Addiction Specialist through the American Association of Certified Christian Sexual Addiction Specialists. It is also the first of five courses ISW offers toward meeting educational requirements to become certified as a sex therapist.

Prerequisite: CO601 (or permission of professor)

Class Limit: ~30 students

Credit Hours: 3 (those signed up for 2 hours have decreased requirements – see below*)

Professor:

Michael R. Sytsma, Ph.D.

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Office hours: One hour after each class and by appointment during the week of class. By phone or email before and after the week of lectures.

Course Goals:

1. Students will increase in their understanding of and comfort with their own sexuality as they integrate a Biblical sexual theology into their lives, ministry and counseling practice.
2. Students will be oriented to God's design in human sexuality through studying sexual physiology, conception, sexual development, fertility, birth control and sexual functioning. Students will discuss and explore these topics through the use of current research and theories, case stories, and scriptural principles.
3. Students will develop a basic understanding and competence in using a model of sexual counseling designed for the counseling office. Students will have basic skills in a) exploring the issues while maintaining appropriate boundaries in sexual dialogue, b) educating in theological, biological and relational aspects of sexuality, c) coaching others through basic interventions, and d) knowing when and how to refer.
4. Students will have been exposed to atypical and dysfunctional sexual behavior while providing a Biblical context for response that includes compassion, correction and intervention.
5. Students will have a basic competence and confidence in identifying sexual disorders currently recognized in professional sex therapy as well as an initial understanding of available treatment models and efficacy studies on these models.

Course Textbooks and Articles:

NOTE: Some of the reading for this course does not come from a specifically Christian perspective. Some of it may be inconsistent with the statement of beliefs for ATS. This reading is required because it is representative of the thought in the field of sex therapy and sexology. Time will be spent in class discussing the reading and critiquing it from a Biblical Christian perspective that is in line with the stated theology of ATS.

Hyde, J. S. (2001). *Understanding Human Sexuality*, (8th Edition), Boston: McGraw Hill.

Laaser, M. (2004). *Healing the Wounds of Sexual Addiction*. Grand Rapids, MI: Zondervan.

Rosenau, D. (2002). *A celebration of sex* (Rev. and updated. ed.). Nashville: Thomas Nelson.

The following articles and chapters are also required reading for this course. Students can download these chapters from <http://homepage.mac.com/msytsma>

Rosenau, D.E., Sytsma, M., and Taylor, D.L. (2001). Sexuality and Sexual Counseling: Learning and Practicing the DEC-R Model. In T. Clinton, and G. Ohlschlager (Eds.) *Competent Christian Counseling*, Colorado Springs: Waterbrook.

Rosenau, D. E. (1998). Extramarital Affairs: Therapeutic Understanding and Clinical Interventions. *Marriage & Family*, 3 (4), 355-368.

Schnarch, D. M. (1995). A Family Systems Approach to Sex Therapy and Intimacy. In R. Mikesell, D. Lusteran, and S. H. McDaniel (Eds.), *Integrating Family Therapy: Handbook of Family Psychology and Systems Theory*. Washington, D.C.: American Psychological Association.

A handout packet will be available from Dr. Sytsma the first day of class. This packet contains a printout of the slides used in class. Students may purchase this packet at copy cost (typically ranges \$5.00-\$8.00). This packet is recommended but not required.

Class Schedule

January 10-14 - 8:00 am – 5:00 pm

Paper Due Midnight January 22.

Final Exam will be completed in class.

Course Requirements and Grading:

1. **Class Attendance/Participation:** Attendance is crucial, not just for the content, but to get the value of different professors and viewpoints. Students will lose 3% of total grade for each hour of class missed. Students are expected to participate in class through comments and questions.
2. **Reading:** **Students are expected to have completed reading assignments before coming to class.** There is a lot of reading for this course. Focus on the articles and *Celebration of Sex*. Reading assignments will be evaluated by self-report. The percentage of reading completed will determine the grade. (30%)
3. **Sexual Integration Paper:** Often identified as one of the most valuable parts of this course, this paper is designed to encourage personal growth and integration of Biblical values in sexuality. The specifics of this paper and grading are provided below. (40 %)
4. **Final Exam:** This take home exam consists of objective (multiple choice) and short essay questions. Students will be provided time to complete it during class. (20%)

* NOTE: Students taking this class for 2 credit hours have the following adjustments:

- Only required to read 2/3 of Hyde (their choice of what to skip), all of Rosenau (2002) and all of Rosenau, Sytsma, Taylor (2001) and chapters 1-10 of Laaser (2004). Other reading is optional.
- May negotiate with Dr. Sytsma to skip up to 4 hours of class time. Lectures skipped must be approved by Dr. Sytsma the first day of class as some lectures are non-negotiable.
- Paper length need only be the minimum (14 pages) without any grade impact.
- Final exam will be marked with approximately 20% of questions that are optional.

Class Outline: (Note: specific lectures may not follow this exact order.)

I. Introduction

- A. Course Details
- B. Toward an integrated Theology of Sex
 - 1. The church and sex
 - 2. Developing a modern theology of sex
- C. Sex in American culture
- D. Personal development of the counselor
 - 1. Self of the counselor: exploring history and values formation
 - 2. Sexual Behaviors and Values Clarification
 - 3. Establishing boundaries: counter-transference, the clinical/pastoral setting
- E. DEC-R Introduction

II. Dialogue

- A. Opening dialogue
- B. Language in sex therapy
- C. Assessment in Sex therapy
 - 1. Sexual history taking
 - 2. Self-report questionnaires

III. Education

- A. Medical Aspects of Sexuality and Sexual Function
 - 1. Sexual and reproductive anatomy and physiology
 - 2. STD's
 - 3. Menstruation and Pregnancy
 - 4. The role of hormones
 - 5. Birth Control
 - 6. Infertility
 - 7. Sex and Medications
- B. Sexual Education
- C. Sexuality across the life-span (Developmental sexuality)
 - 1. Developmental Sexuality
 - 2. Single sexuality
 - 3. Sex and aging
- D. Sexual Infidelity and Affairs
- E. Gender and gender identity issues
- F. Same sex attraction and homosexuality

IV. Coaching

- A. Atypical Sexuality
 - 1. Paraphillias/Fetishes
 - 2. Segrue Model
 - 3. Assessing dysfunctional behaviors
- B. Sexual Compulsivity and Addiction
- C. Models of Sexual Response
- D. Sexual Dysfunction
 - 1. DSM Diagnoses
 - 2. Basic Sex Therapy interventions
 - 3. Intro to treating male issues
 - 4. Intro to treating female issues
 - 5. Intro to desire issues

V. Referral

VI. Conclusion

Sexual Integration Paper – Instructions

This paper, designed for your growth and healing, will only be helpful if you are willing to be courageously open in exploring your sexual self. Your confidentiality will be carefully guarded. Many students state that this paper is the most impacting and valuable part of the course.

Part One: An Autobiography (8-10 pages)

Write out your sexual history. Start with your earliest sexual memory and develop specific, key experiences and situations that shaped who you are as a sexual person. As you develop your sexual history, relate which events you have struggled with and wish could have been different.

It is not required that you answer the following questions in your paper, they are provided to help you begin thinking about what you need to write.

1. What people, relationships and influences helped shape your attitudes/values about your body, masculinity/femininity and sex at various points of your development (elementary, high school, etc.).
2. Can you remember specific messages or incidents that created some of your attitudes, values and priorities?
3. How was sexuality handled in your family of origin?
4. What incidents brought insight and growth?
5. Is there unfinished business that may need healing or further growth?

Part Two: A Personal Theology of Sex (6-8 pages)

Briefly develop your own theology of sex. Develop this theology however you wish. While it is not necessary you answer the following questions, they might be helpful in providing a guide for your thought.

1. What Scriptural concepts would you select to teach someone about God's design for sex and sexual intimacy from your perspective?
2. What sexual things are "off limits" for you? Why have you decided these things are unacceptable for you? Are they black/white (everyone must hold this value) or gray (might be ok for some Christians)? What boundaries do you keep in place to protect you from these things?
3. What sexual sin are you most vulnerable to? Under what circumstance would you be most likely to fall? What is your next most vulnerable area? What could you do to make yourself less vulnerable and protect yourself?
4. Briefly describe what a sexually whole person would be like. How do you measure up to this ideal? What do you need to do (that you are not currently doing) to achieve greater sexual wholeness?

Grading. Students are NOT graded on the details of their history, their life or their particular theology. Grading for this paper will be as follows:

✓+ = 40 points (rarely given). For the student with exceptional professional writing who clearly sought to explore their heart and get the most out of this project.

✓ = 37 points (typical grade). Student did an excellent job. Clear, professional writing and evidence that they took an honest look at their own sexuality.

✓- = 35 points. Given when there are clear writing deficiencies or when the student did not appear to be challenging himself/herself to truly benefit from this project.

It is recognized that the major benefit of the paper is in 1) exploring these issues and 2) writing your story knowing someone will read it. Papers are returned to students with grade. Dr. Sytsma may also make a brief comment.